

Task Force for International Cooperation on Holocaust Education, Remembrance, and Research

Country Report on Holocaust Education and Remembrance in Task Force Member Countries

REPUBLIC OF CROATIA

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Full report following the question guideline:

1. What official directives from government ministries and/or local authorities regarding the teaching of the Holocaust exist in your country?

Legal Framework:

i. *International:*

- Declaration of the Washington Conference on the Holocaust, December 1998
- Declaration of the Stockholm International Forum on the Holocaust, January 2000
- Declaration of the Vilnius International Forum on the Holocaust, October 2000
- Declaration by the Standing Conference of the European Ministers of Education, Krakow, October 2000
- The Council of Europe Committee of Ministers Recommendation Rec. (2001)15 on History Teaching in 21st Century Europe
- Declaration of the European Ministers of Education, Strasbourg, 18 October 2001
- Agreement between the Republic of Croatia and the State of Israel on Cultural and Educational Co-operation, 2001
- Co-operative agreement between the Croatian State Archives and the United States Holocaust Memorial Museum in Washington, signed on 22 May 1995, relating to archival cooperation by researchers and representatives of the Museum and Archives in the study and reproduction of records relating to the Holocaust during the period before, during, and after World War II (1933–1948)
- Agreement between the Government of the United States of America and the Government of the Republic of Croatia on the Protection and Preservation of certain Cultural Properties, signed in February 2005
- Agreement on Co-operation between the United States Holocaust Memorial Museum and the Ministry of Culture of the Republic of Croatia on the Restitution of Museum Material and Documentation taken from the Jasenovac Memorial Area during the War that lasted from 1991 till 1995, to the Archives in Banja Luka, the Republic of Bosnia and Herzegovina (Republika Srpska), October 2000

ii. *National:*

- Decision by the Ministry of Education and Sports of the Republic of Croatia to establish ‘The Day of Remembrance of the Holocaust and the Prevention of Crimes against Humanity’ adopted 30 October 2003
- Law on Compensation for Property Seized during the Yugoslav Communist Rule (also includes the restitution of cultural assets) adopted by the Croatian Parliament in 1997. The

Law has in the meantime been amended: Narodne novine/ Official Gazette No. 96,39/ 9942 / 99,92 / 99,43 /00,131 / 01,27 / 01,65 /01,118 /01,80/02 and 81/02 (www.nn.hr)

—Law on the Jasenovac Memorial Area (Narodne novine/Official Gazette No.15/90,28/90,22/01) adopted by the Croatian Parliament.

iii. Programme Framework (Education):

—Teaching on the Holocaust has been a part of the history curriculum in Croatia since 1945

—The Programme framework for the Holocaust Education is implemented via the National Programme of Human Rights Education adopted in 1999; it encompasses pre-primary, primary, secondary and tertiary education.

—The Decision by the Ministry of Science, Education and Sports suggests that the Holocaust is to be taught cross-curriculum, e.g., within history, literature, geography, arts, religion, human rights education, ethics, and philosophy curricula. According to the Decision, the institutions responsible for the implementation of the day are the Ministry of Science, Education and Sports, the Institute for Education of the Republic of Croatia (now called Agency for Education and Training), the Jasenovac Memorial Area, NGOs and regional (county) administration offices in schools and other educational institutions.

iv. Statements:

The President of the Republic of Croatia, Mr. Stipe Mesic declared on the occasion of an official visit to the Knesset, 31 October 2001:

‘I am standing before you as the first President of the Republic of Croatia to visit the State of Israel. I am profoundly aware of the historic significance of this moment, and sincerely grateful for the opportunity given me to address you.

‘This is the proper time and place for saying what has to be said so that the State of Israel can accept my country as a sincere friend and, I hope, future partner— not only in the interest of our two countries, but also in the interest of security and peace in the region and worldwide.

‘What I am going to say, I will say with complete openness and sincerity, because in this regard there is not and there should not be any room for any unclearness and doubts.

‘I am speaking on behalf of democratic Croatia, which upholds the tradition of antifascist and freedom-loving Croatia from the times of the Second World War.

‘I am speaking of behalf of that Croatia which bows with respect and reverence to the memory of the millions of victims of the Holocaust.

‘Let me, first of all repeat literally what I said yesterday to President Katstav: I am using every opportunity to ask for forgiveness from all those who were harmed by the Croats at any time. Of course—primarily from the Jews.

‘As President of the Republic of Croatia, I profoundly and sincerely regret the crimes committed against Jews during the Second World War, on the territory of the Quisling-entity known as the Independent State of Croatia that was neither independent, nor Croatian.’

The Prime Minister, Mr. Ivo Sanader declared on the occasion of marking the breakthrough from the Jasenovac concentration camp and commemoration for Jasenovac victims, 24 April 2005:

‘Antifascism and Nazism is the victory of Values which are embedded in modern Europe and in modern Croatia.... There were too many places of execution, tragedies, and sufferings. Jasenovac is one of the most notorious, and it is important that these crimes are not forgotten. Every generation must ensure that such evil is not repeated. We should not give in to ideologies which justify the possibility of human humiliation....

‘Remembering and paying tribute to the victims of historical insanity, which showed its most horrifying face in this place of suffering and tragedy, is an opportunity to draw attention to the inadmissibility of anti-Semitism, exclusiveness, intolerance, political violence, radicalism or extremism, no matter from which side it comes....

‘By remembering the victims of this camp, we are reminding new generations that respect of moral values, the rule of law, acceptance and tolerance of others and those who are different, and above all the protection of the weak and those who are different are the basis of the sustainability and progress of every democratic society. By remembering these crimes we wish to make citizens aware of injustice, persecution, anti-Semitism and other expressions of hatred in today’s world. We must not give way to ideologies that allow the trampling of human dignity on account of differences of race, color, language, religion or political belief. ...

‘On this day and from this place I address all citizens to contribute to the mutual good—the development and fostering of tolerance in our society, which we seek to develop on the fundamental values of contemporary democratic Europe. And antifascism, as one of the most significant European values that represents the basis of Croatian statehood and such is built into the Croatian Constitution’

The Prime Minister, Mr. Ivo Sanader declared on the occasion of the opening of the restored monument at the Jasenovac Memorial Area, 16 March 2004:

‘I am here on behalf of the Croatian Government, and on behalf of the inherited values which are the foundation of the modern, independent Croatian state. I came here to bow before and convey my deepest respect for the victims of the historically irrational deed which at this area of suffering and tragedy showed its horrific face. I came here to bow before the victims in front of this restored memorial so that we do not hide and forget the truth and so that these atrocities are never repeated....

‘That is why we condemn and reject all forms of extremism, radicalism, racial, national and religious hatred and intolerance independent of the source from which they come. In Croatian history there have been too many senseless killings, tragedies, and suffering. Jasenovac was one of the most horrifying. That’s why we must not remain silent. We must not allow for the atrocities that occurred in Jasenovac and elsewhere during the Ustasha regime in the NDH (Independent State of Croatia) to be forgotten. We do not have the right to forget! This especially refers to young generations! It is important

to say, especially to generations born after World War II, that history is not erased with time. History does not disappear; it does not vanish with passing generations....

‘That is why we have to support the efforts of historians to research the exact number of victims of the Jasenovac concentration camp. Exaggeration and minimization blur one’s vision of the truth and it can be harmful. We need to complete truth about the number of victims—Serbs, Jews, Roma, Croats and others who were murdered in Jasenovac. Lies about 700,000 Jasenovac victims with its implicit thesis about the genocidal inclination of Croats served as one of the justifications to those who supported the aggressive policy of a Greater Serbia.’

The Prime Minister, Mr. Ivo Sanader declared on the occasion of visiting Yad Vashem Holocaust Museum, 28 June 2005:

‘The individualized approach to exhibits at the Yad Vashem Holocaust Museum is very impressive because the victims’ names in the best possible way convey the message of the horrible tragedy....

‘Yad Vashem Museum sent two strong messages to the present and future generations. The first message is that the events that occurred there must not be forgotten and the second refers primarily to politicians, who must do everything in their power to prevent such tragedies from happening again....

Address by the President of the Republic of Croatia, Mr Stipe Mesic, and the Minister of Science, Education and Sports, Mr. Dragan Primorac, on the occasion of the Awarding Ceremony of Yad Vashem Righteous Among the Nations organised by the Israeli Embassy in Vienna, the Jewish Community in Zagreb, and the Croatian Government, 26 January 2005:

The President of the Republic of Croatia declared:

‘The crime of the Holocaust, unreal in its atrocity, inconceivable to the normal human mind, will be remembered—as one says—till the end of time. A veil of oblivion must never cover the monstrous, and in terms of the methods employed the industrial annihilation of an entire people. The ideology that lay behind that crime must never again be given a place within civilised society. Criminals—both those who conceived and ordered mass killings only and exclusively on the basis of race, ethnicity, and religious affiliation; and, of course, those who perpetrated them—must forever be remembered for what they were, for the only thing they were—brutal mass murderers....

‘The Holocaust has, in the history of crime, and crime is—unfortunately—inseparable from the history of mankind, an irreplaceable and unrepeatable place. There is no crime that could or may be compared to the Holocaust. What befell the Jewish people at that time of the Second World War is unique in its atrocity. It is worth reminding of it today when we are witnessing—throughout the world—frequent anti-Semitic excesses and incidents.’

The Minister of Science, Education and Sports, Mr. Dragan Primorac declared:

‘Determined on the way of fostering democracy, human rights, and the rule of law, the Ministry of Science, Education and Sports implements permanent youth education, so that the young become aware, tolerant and active citizens in the society of knowledge. The Day of Remembrance—27 January—of the Holocaust and for Prevention of Crimes against Humanity, is once again being organized this year in our schools, in cooperation with the Task Force for International Cooperation on the Holocaust Education, Remembrance, and Research, of which Croatia will become a member state, at least we sincerely hope so and as soon as possible....

‘The Republic of Croatia is very decisive to continue building a democratic, tolerant, and multicultural society; for which you my dear Righteous contributed immensely and we thank you for that once again!’

The President of the Parliament, Mr. Vladimir Šeks declared the following while giving a speech on the occasion of Jasenovac Memorial Day, 22nd April 2005:

‘During World War II, Jasenovac was the area of massive death of an enormous number of people, and today its mere name is a synonym for immeasurable human suffering and pain. Jasenovac was the place of death for Serbs and Jews, Roma and Croats, Bosnians and many others. The majority suffered because of the simple fact that they belonged to a different national, religious, or ethnic group, because of the idea of a superior race or due to different political opinion. This horrific crime that was committed here remains with us as a permanent symbol of human intolerance and hate and should therefore remain a permanent memorial of tragic events resulting from Fascism, Nazism and the Ustasha regime.’

2. If the Holocaust is not a mandatory subject, what percentage of schools chooses to teach about the Holocaust?

The Holocaust is an obligatory topic within history classes curriculum in final years of both elementary and high schools for all students in the Republic of Croatia. It is also taught in other subjects as mentioned under 4.7.

The Ministry of Education does not have the exact data on the percentage of schools that choose to teach about the Holocaust outside the curriculum, but the Day of Remembrance is widely implemented. (For more detailed information, please see under 4.4. and 4.6.)

3. How is the Holocaust defined?

Depending on the level of education explicitly or implicitly students are made aware that the Holocaust was a state-organised murder of approximately six million Jews and opponents of the Nazi regime, by the Nazis and their collaborators. Students are also being taught that the Jews were not the only victims of Hitler’s regime, but they were the only group that the Nazis sought to destroy entirely. In the context of the former ‘Independent State of Croatia’ (1941–1945) students are taught that apart from the Jews, the Serbs, the Roma, political opponents of the Nazi regime (Croats, Muslims...) were also persecuted and killed.

In the Republic of Croatia several foreign definitions of the Holocaust are accepted and among them the most widely spread is the one by Yad Vashem: 'The Holocaust was the murder of approximately six million Jews by Nazis and their collaborators. Between the German invasion of the Soviet Union in the summer of 1941 and the end of the war in Europe in May 1945, Nazi Germany and its accomplices strove to murder every Jew under their domination. Because Nazi discrimination against the Jews began with Hitler's accession to power in January 1933, many historians consider this the start of the Holocaust era. The Jews were not the only victims of Hitler's regime, but they were the only group that the Nazis sought to destroy entirely.'

4. Is the Holocaust taught as a subject in its own right, or as part of a broader topic? Explain the reasoning behind this decision.

In Croatian schools the Holocaust is not taught as a subject on its own, but it is a part of many subjects' curriculum (Croatian language and literature, history, philosophy, sociology, religion, ethics, foreign languages, arts, etc.).

Many teachers and their students choose to create different projects (extra-curricular activities) on the topic of the Holocaust (for example Eugen Kumicic Gymnasium in Opatija, Elementary School Gelsi in Rijeka, XVI Gymnasium in Zagreb, Gymnasium Dubrovnik, Gymnasium Karlovac).

The teaching about the Holocaust in elementary schools, in high schools (4-year high schools and 3-year vocational schools) and also at the university level contributes to the prevention of violence, racism, xenophobia, and anti-Semitism. Recently, teaching methods have been in the process of changing. Apart from widening the teachers' and students' knowledge on the topic, the importance of changing values and attitudes of teachers/students towards the Holocaust and human rights is stressed. The change from narrative to more interactive modes, student-focused, problem-solving and project-based teaching is suggested.

We believe that teaching about the Holocaust through different subjects can help students comprehend the complex nature of the Holocaust.

5. At what age(s) do young people learn about the Holocaust in schools? Do students encounter the Holocaust in schools more than once? Please give details.

Students start learning about the Holocaust in elementary school – 8th grade, (age 14/15) in history classes. They also learn about the Holocaust in secondary schools as part of national and European history—in the three-year programme (vocational schools), ages 16/17, and in the four-year programme, ages 17/18. According to the Ministry's *Decision to establish the Day of Remembrance of the Holocaust*, the Holocaust is to be taught not only in history classes, but throughout the curriculum.

In History curriculum of elementary schools the Holocaust is first taught in the seventh grade with students ages 13–14. Students encounter the Holocaust more than once. Please, see also under 6.

6. How many hours are allocated to teaching and learning about the Holocaust in schools?

There is no national survey listing all figures, so we do not know the exact number of allocated hours. It depends on whether it is taught cross-curriculum or within extra curriculum activities. If teaching and learning about the Holocaust is taught cross-curriculum, it is scheduled to include two to six hours per school year in elementary school and two to 12 hours in high schools.

For example, in the 7th grade of elementary school, the Holocaust is studied within Croatian language and literature (Anne Franks's Diary). However it is also dealt within religion classes so two hours are allocated to the Holocaust in the 7th grade (age 13/14). In the 8th grade of elementary school, the Holocaust is integrated into the World War II history curriculum, for which six hours are allocated.

More extensively, the Holocaust is dealt with in the high school curriculum. In the 4th grade the Holocaust is studied under history, history of arts, religion, philosophy and ethics (Please, see under 4.7.). Approximately, 6–12 hours may be allocated to teaching about the Holocaust.

If the Holocaust is presented as an extra curriculum activity, it could be dealt with, within a week to two weeks of class time.

Within these guidelines, the teachers decide autonomously to what extent this topic is to be covered.

7. In what areas of study (history, literature, sociology, theology) is the Holocaust taught? In each case, briefly outline the rationale for teaching the Holocaust in this particular subject area.

In October 2003, the cross-curriculum model of teaching was introduced. Here are some examples:

Elementary school:

Croatian language and literature 7th grade—Sadako wants to live and Anne Frank's diary...

History 8th grade—the rise of Nazism and Nazi ideology; Nuremberg laws; the beginning of the Second World war; Holocaust—the plight of European Jews; creation of the Independent State of Croatia; the Ustasha regime; resistance and antifascist coalition, Croatia at the end of the Second World War; the world after the Second World War; Nuremberg Trials; proclamation of the State of Israel.

Religion 7th grade—About the Jewish people and their religion; the Holy Book of the Jewish people; the dialogue between Jews and Christians.

High-school:

History 4th grade—Croatia and the world at the beginning of the 20th century, reasons for the creation of Nazism and of the Nazi propaganda; the Ustasha movement,

totalitarianism; antifascism; the Independent State of Croatia (NDH) and the Ustasha regime; Croatia and the world (1945–2005); fundamental human rights and freedoms...

Religion—On the way to peace (from the text book *Echoes from the Soul*, Vuleta and Anic), chapters on Judaism and the Holocaust; we remember and think about Shoah, the Shoah tragedy, and the duty of remembrance; what we have to remember; Christian and Jewish relationship; Nazi anti-Semitism and Shoah...

Psychology 3rd grade—emotions and motivation; developmental psychology: conflicts, crisis of identity; social psychology: conflicts and their impact on people behaviour, stereotypes, prejudice....

Philosophy 4th grade—ethics (ethical values, freedom, moral laws...); philosophy of justice and the state (democracy, sorts of power, human rights); philosophy of religion (life, death, immortality, God...)

Sociology 3rd grade—culture (sociological descriptors of culture); society socialisation, social control and deviations; collective behaviour.

Ethics 4th grade—religions of the world, Jewish Religion.

History of Arts 4th grade—Arts and their impact on society; arts and Nazi ideology; arts as a form of resistance.

Teaching about the Holocaust helps students learn about the use and abuse of power and the roles and responsibilities of citizens, institutions, organisations, and nations. That way they gain an understanding of the complexity of the historical process through a study of the Holocaust.

8. (a) What historical, pedagogical and didactic training is provided to teachers of the Holocaust at either the university level or the professional development level in your country? (b) How many teacher-training sessions are held each year, and how many teachers are involved? (c) What funding is available for training in the teaching of the Holocaust in your country?

Two to three regional teacher training seminars are usually planned for elementary and high school teachers. A national seminar is also organised around the Day of Remembrance—in 2003, there were two seminars (62 teachers). At the beginning of 2004 (Day of Remembrance), there was a seminar for approximately 60 teachers. In January 2005, there was also a seminar linked to the Award Ceremony of Yad Vashem Righteous Among the Nations. There were guest lecturers from the United States Holocaust Memorial Museum; the House of the Wannsee Conference, Berlin, Germany; and Yad Vashem, Israel. Sixty teachers participated in this seminar. An additional seminar was organised in April 2004 by the Jewish Community in Zagreb. (The seminar proceedings will be included on the Ministry's Web site as soon as available). A national seminar was also organised in January 2006 with participation of lecturers from Yad Vashem, the Shoah Foundation, for about 50 educationalists. In all these seminars, which were free of charge for teachers, certificates of attendance were issued. The certificates help teachers in their professional promotion. These seminars were organised by the Institute for Education (now the Agency for Education and Training) and the Ministry of Science, Education and Sports.

The teacher training seminars have been financed out of the state budget (Ministry, Institute) and the seminar in January 2005 out of state (Ministry of Science, Education and Sports and Ministry of Culture) budget and the budget of the International Task Force for International Co-operation on Holocaust Education, Remembrance and Research. The 2006 national seminar was financed only out of the state budget.

9. Has your country instituted a national Holocaust Memorial Day? If so, in which ways is this day marked and commemorated? What difficulties have you encountered in establishing this day of remembrance in the national consciousness?

In 2003 in the Republic of Croatia, 27 January was established the Day of Remembrance of the Holocaust and the Prevention of Crimes against Humanity. All schools in Croatia implement the day. Linked to it in the past there was the Award Ceremony of Yad Vashem Righteous Among the Nations. In the summer of 2006 the ceremony was organised by the Israeli Embassy. On the occasion of the Day of Remembrance, teachers make class/school presentations, deliver lectures, show videos, films, power point presentations, organise student projects and visits to the Jasenovac Memorial Area. Sometimes school based organisation of the Day of Remembrance may be limited by financial resources. In 2006, the Ministry translated into Croatian the CD-ROM developed by Yad Vashem and OSCE/ODIHR 'Preparing Holocaust Memorial Days: Suggestions for Educators'.

10. Has your country established a national Holocaust memorial and/or museum? What numbers of students visit this memorial/museum each year?

The Public Institution of the Jasenovac Memorial Area was established in 1968. During the War of Aggression against Croatia in the 1990s, the museum objects and offices were devastated. In the period 1995–2000, the area was cleared of land mines and rebuilt and is functioning again. The process of establishing a new permanent exhibition is under way since 2002, and it was expected to be completed at the end of 2005 or at the beginning of 2006. A separate educational centre will be established as an integral part of the new permanent exhibition. It is estimated that there are approximately 1,000 visitors within a three month period. In 2004, there were a several organised school visits. The Jasenovac Memorial Area established very good connection with county schools. It is expected this number will increase with the establishment of the new permanent exhibition and the educational centre which can be deduced from the teachers' interest expressed during the January 2005 seminar.

11. Please estimate the percentage of students in your country who visit authentic sites, and list three primary sources of funding available in your country for visits to authentic sites.

No statistics are kept at the national level as school trips and study visits in general are independently organised by schools.

Schools have the possibility to apply for financial resources to the Ministry of Science, Education and Sports if they wish to visit a memorial site abroad.

12. What are the three major textbooks used in teaching the Holocaust in your country? How many pages do your school textbooks allocate to the Holocaust, and on which aspects do they focus?

In school textbooks, the Holocaust is incorporated in national history and in European history. For each school year, there are several textbooks offered (teachers choose the one to be used in the classroom), and the topic is covered in each of them. There are 5–10 pages of information on the rise of the Nazis, World War II, Nazi propaganda, and the persecution and murder of the Jews. Concentration Camp Jasenovac is mentioned separately because its location is in Republic of Croatia and it is an important part of the Croatian national history.

There are also Guidelines provided by the International Task Force, translated into Croatian which may be downloaded at www.mzos.hr.

Teachers are encouraged to use different authentic materials according to the mentioned guidelines. The Internet is also widely used. Teachers very often use Web sites like the United States Holocaust Memorial Museum, Yad Vashem, Jasenovac, and the Ministry of Science, Education and Sports.

Teachers are free to choose among the following textbooks that do not exist in English:

- Koren, Snježana. *Povijest 8* (History 8). Zagreb: Profil, 2005
- Jurcevic, Josip; Marija Rajic. *Povijest VIII* (History 8). Zagreb: Alfa, 2005
- Brkljacic, Maja; Tihomir Ponoš; Zdenko Samaržija; Dario Špelic. *Povijest 8* (History 8). Zagreb: Školska knjiga, 2005.
- Đuric, Vesna. *Povijest 8* (History 8). Zagreb: Profil, 2005.
- Kolar Dimitrijevic, Mira; Hrvoje Petric; Jakša Raguž. *Povijest 8* (History 8). Zagreb: Meridijani, 2005.
- Matkovic, Hrvoje. *Povijest 8* (History 8). Zagreb: Školska knjiga, 2005.
- Đuric, Vesna; Ivan Peklic. *Hrvatska povijest od doseljenja Hrvata do naših dana: (Croatian History from the Settling of Croats until the Present Time): udžbenik povijesti za 1. razred trogodišnjih srednjih škola*. Zagreb: Profil, 2005.
- Cokonaj, Emil; Hrvoje Petric; Jakša Raguž; Dario Škiljan. *Povijest od doseljenja Hrvata do danas* (History from the Settling of Croats until the Present Time): udžbenik povijesti za 1. razred trogodišnjih srednjih škola. Zagreb: Meridijani, 2005.
- Štambuk, Nikola; Stjepan Bekavac. *Hrvatska povijest* (A Croatian History): udžbenik povijesti za 1. razred trogodišnjih srednjih škola Zagreb: Školska knjiga, 2005.

Dukic, Ivan; Krešimir Erdelja; Igor Stojakovic. *Hrvatska povijest* (A Croatian History): udžbenik povijesti za 1. razred trogodišnjih srednjih škola Zagreb: Školska knjiga, 2005.

Đurić, Vesna; Ivan Peklić. *Hrvatska I svijet od sredine 18. st. do naših dana* (Croatia and the World from mid-18th century until the Present Time): udžbenik povijesti za 2. razred srednjih strukovnih škola. Zagreb: Profil, 2005.

Čokanaj, Emil; Hrvoje Petrić; Jakša Raguž; Dario Škiljan. *Povijest 2, Hrvatska I svijet od kraja XVIII. do potkraj XX. st* (History 2, Croatia and the World from the End of the 18th until the end of 20th Century): udžbenik za 2. razred četvorogodišnjih strukovnih škola Zagreb: Meridijani, 2005.

Samaržija, Zdenko. *Hrvatska i svijet 2* (Croatia and the World): udžbenik za 2. razred četvorogodišnjih strukovnih škola. Zagreb: Školska knjiga, 2005.

Perić, Ivo. *Hrvatska I svijet u XX. Stoljecu* (Croatia and the World in the 20th Century): udžbenik za 4. razred gimnazije. Zagreb: Alfa, 2005.

Kolar-Dimitrijević, Mira; Hrvoje Petrić; Jakša Raguž. *Povijest 4* (History 4): udžbenik za 4. razred gimnazije. Zagreb: Meridijani, 2005.

Lecek, Suzana; Magdalana Najbar-Agicic; Damir Agicic; Tvrtko Jakovina. *Povijest 4* (History 4): udžbenik za 4. razred gimnazije. Zagreb: Profil, 2005.

Matković, Hrvoje; Franko Mirošević. *Povijest 4* (History 4): udžbenik za 4. razred gimnazije. Zagreb: Školska knjiga, 2005.

Croatian reference books on the Holocaust that do not exist in English:

Antisemitizam, Holokaust, antifašizam: zbornik radova (Anti-Semitism, the Holocaust, Anti-Fascism: Collected Works)/ ur. Narcisa Lengeš-Krizman i Ivo. Goldstein. Zagreb: Židovska općina, 1996.

Berger, Egon. *44 mjeseca u Jasenovcu* (44 Months in Jasenovac). Zagreb: Graficki zavod Hrvatske, 1966.

Carin, Vladimir. *Smrt je hodala četveronoške* (Death was Walking on all Fours). Zagreb: Mladost, 1961.

Dva stoljeca povijesti i kulture Židova u Zagrebu i Hrvatskoj (Two Centuries of History and Culture of Jews in Zagreb and in Croatia)/ ur. Narcisa Lengeš-Krizman, Božidar Feldbauer, Snježka Knežević. Zagreb: Židovska općina, 1998.

Goldstein, Ivo; Slavko Goldstein. *Holokaust u Zagrebu* (The Holocaust in Zagreb). Zagreb: Novi Liber, 2001.

Jelić-Butić, Fikreta. *Ustaše i NDH* (Ustasha and the NDH). Zagreb: Školska knjiga, 1977.

Kovacic, Ivan. *Kampor 1942–1943: Hrvati, Slovenci i Židovi u koncentracijskom logoru Kampor na Rabu* (Kampor 1942–1943: Croats, Slovenes and Jews in Concentration camp Kampor on the Island of Rab). Rijeka: 1998.

Krizman, Bogdan. *Ante Pavelić i ustaše* (Ante Pavelić and Ustashas), 2. izd. Zagreb: Globus, 1983.

Krizman, Bogdan. *NDH između Hitlera i Mussolinija* (The NDH between Hitler and Mussolini), 3. izd. Zagreb: Globus, 1986.

Krizman, Bogdan. *Ustaše i Treci Reich* (Ustasha and the Third Reich): 1–2. Zagreb: Globus, 1983–1986.

Matkovic, Hrvoje. *Povijest Nezavisne Države Hrvatske* (A History of the Independent State of Croatia), Zagreb: Naklada Pavicic, 1994.

Obitelj/ prir. *Jasminka Domaš Nalbantic*. Zagreb: Novi liber, 1996.

Žerjavic, Vladimir. *Opsesije i megalomanije oko Jasenovca i Bleiburga* (Obsessions and Megalomania Regarding Jasenovac and Bleiburg). *Gubici stanovništva Jugoslavije u Drugom svjetskom ratu* (Population Losses in Yugoslavia during World War II). Zagreb: Globus, 1992.

Žerjavic, Vladimir. *Gubici stanovništva Jugoslavije u Drugom svjetskom ratu* (Population Losses in Yugoslavia during World War II). Zagreb: Jugoslavensko viktimološko društvo, 1989.

Židovi na tlu Jugoslavije (Jews in the Territory of Yugoslavia): Zagreb, Muzejski prostor, 14.4.-12.6.1988. : katalog izložbe. Zagreb: MTM, 1988.

Švob, Melita. *Židovi u Hrvatskoj – židovske zajednice* (Jews in Croatia—Jewish Communities I and II), Izvori – Židovska općina Zagreb – Istraživački i dokumentacijski centar ‘Cendo’ – K.D. Miroslav Šalom Freiburger, Zagreb, 2004.

Žerjavic, Vladimir. (Population Losses in Yugoslavia 1941–1945), Dom I svijet and Hrvatski institute za povijest, Zagreb, 1997, pp. 53–252.

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13. What strategies of differentiation are typically used to make the study of the Holocaust accessible to students of different ages and with different learning needs?

It is clearly understood that different age groups require different strategies and resources. Students in high school can attempt to understand the complexities of this history, including the scope and scale of events, and they will focus on contextualisation. They can better develop critical thinking and teachers are encouraged to use as many authentic historical materials as possible.

Students in elementary schools are also encouraged to analysing and developing critical thinking. A more personalized approach (e.g., using Anne Frank’s diary, individual survivor testimonies) is used to create empathy for the victims of the Holocaust.

Sometimes young students have difficulty in placing these events in a larger historical context. The Holocaust is also used to develop students' attitudes and values towards any underprivileged group.

Teaching methods include analyses of texts and authentic materials, role play, file creating (scrapbooks), developing projects, visit to authentic sites, using testimonies of the survivors and stories of the Righteous, and organising Remembrance Day.

Different teaching materials may be downloaded from the Ministry's Web site.

The New Educational Centre on the Jasenovac Memorial Area was planned to be opened at the end of year 2005/ beginning of 2006, as well as the new permanent exhibition of the Jasenovac Memorial Museum. The educational centre was planned to be located in one of the already existing premises of the Memorial Area Jasenovac, which was built in 1968.

The idea behind the New Educational Centre is to have a modern space that is primarily intended to be used by students and visitors for studying and thinking about Nazism and the Holocaust in the context of Jasenovac concentration camp in the period 1941–45. The intention is for the visitors to contemplate contemporary topics related to human rights and new forms of violence, ranging from anti-Semitism to wars and new genocides.

The design of the new educational centre in Jasenovac is conceived according to the specific image of Jasenovac Memorial Center. What is meant by that is that at The Jasenovac Memorial Area there are markings with grave-mounds in the landscape instead of the architecture common to concentration camps. The monument in the shape of a flower by the architect Bogdan Bogdanovic has a central position. In such an aesthetic context, the element of soil and the surface of the ground itself have special emotional and symbolic strength that is then passed on to the design of the New Educational Centre. The floor itself then becomes the central element of shaping. The floor of the New Educational Centre, with its circular shape, evokes the landscape of the memorial centre's architecture. The idea is that visitors enter a completely empty space and by taking a chair they look and find their place in that space, and already with that action they begin to think concretely about the space and the individual's position in it.

One of the possibilities for learning about genocide and the Holocaust is organising people around a focused space. The main idea is to have a floor that can in one part be opened so that visitors can look into its central opening and talk about the museum's artifacts. (Ninety percent of the Jasenovac Memorial Museum's artifacts were found in the ground.)

The second spatial educational concept is achieved via free positioning of chairs in the space. Due to the specific quality of the premises and of the new floor design, it is possible to have classes both during winter and summer.

A lot of attention is devoted to group work. With this type of floor there is a possibility to be very flexible about forming groups, and it also makes interactive classes possible.

The New Educational Centre in Jasenovac is designed as a place of free and open communication. When a space is organised in such a way, it is possible to quickly and flexibly form groups and also to direct individuals, just as there is room for contemplation and creating space for people's opinions. These are basic educational parameters which are the grounds for the new programme of the Jasenovac Educational Centre.

Multiple functionality of the New Educational Centre's architecture is also seen in its just as easily being used as a classical, lecture theatre if the need arises.

14. How far and in what ways is your country's own national history integrated into the teaching of the Holocaust?

It has always been made clear that the Independent State of Croatia carried out the Holocaust and the teaching of it has always been an integral part of the national history curriculum in Croatia.

15. What are the three major obstacles to teaching and learning about the Holocaust in your country?

—Oversized curriculum. (According to the new national educational standards as from the 2006/2007 elementary school curricula will be downsized, however the problem is unfortunately still relevant for high schools.)

—Insufficient quantity of authentic material. (Time is needed for its development and production.)

—Time is needed to organise, as comprehensively as possible, in-service teacher training seminars (in order to train all the teachers).

State of Holocaust Education:

In 2006, Croatia became a full member of the ITF. This has certainly contributed to awareness raising of Holocaust-related issues in the country in general, and especially in education.

Holocaust education is enhanced with the new curricula being implemented starting from 2006–2007. Its aim is to assist students in gaining understanding of the contemporary world by developing skills and knowledge based on selected issues. Teaching the Holocaust will be carried out in this context. The curriculum will introduce some new topics relating to the Holocaust. For instance, the chapter on totalitarian regimes in the period between the two world wars covers the following issues: the rise of Nazism and Nazi ideology; the characteristics of Nazi rule; the Jews in the Third Reich; Nuremberg laws; persecution based on politics, race, nationality, and religion; and the effects of Nazism on family, business, education, etc. The chapter on Second World War will include the following: the significance and effects of World War II on the civilian population; Holocaust—the plight of Jews during World War II; concentration camps,

Ustasha regime—the policy of terror towards Croatian citizens; the race laws; genocide of Serbs, Jews, and Roma; and the concentration camp in Jasenovac.

The new educational standards allow considerable discretion in teaching, and consequently, teachers will be able to decide how widely, and how much in depth to cover individual issues.

Teaching of the Holocaust will be enhanced by strengthened cooperation with the Jasenovac Memorial Area as well as NGOs.

Every year, 25 teachers will be trained at Yad Vashem and a certain number in the U.S.A. at the United States Holocaust Memorial Museum and at the Jewish Foundation for the Righteous. Apart from that Croatian teachers participate in different Council of Europe seminars on the topic. There is an increased interest by teachers to participate in the national seminar as well as in regional ones.

The Ministry recognises the needs for developing additional educational materials and is cooperating with the Shoah Foundation and the Jewish Foundation for the Righteous.

As Holocaust education is also considered as a tool to prevent any form of intolerance, its optimal efficiency can be achieved only through the eradication of all forms of intolerance in society. In this context, time remains the greatest obstacle to the government's firm commitment to the teaching about the Holocaust.